DOCUMENT RESUME

ED 189 338 CE 025 707

AUTHOR Mook, Corena: Legg, Marilyn
TITLE Project: Strategies for Sex Fairness. Changing Lives: Future Trends.
INSTITUTION Kansas State Univ., Manhattan. Coll. of Education.
SPONS AGENCY Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
PUB DATE [79]
NOTE 27p.: Not available in paper copy due to colored paper. For related documents see CE 025 705-706 (student instructional packets): CE 025 708-717 and CE 025 719-722 (inservice packets); and CE 025 729 (outreach packet). Not all packets in this series are in ERIC: for full listing available from the publisher see any packet.
AVAILABLE FROM Dr. Frank Slapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesitt Hall, Pittsburg State University, Pittsburg, KS 66762 ($1.50 per packet: $45.00 for set of thirty)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Career Education: Family Life: Females: Inservice Teacher Education: *Labor Force: Lesson Plans: Males: Middle Class: Postsecondary Education: Secondary Education: *Sex Fairness: Sex Role: *Sex Stereotypes: *Sociocultural Patterns

ABSTRACT

One of a series of instructional packets to aid schools in reducing sex stereotyping, this inservice guide for use with school personnel is intended to stimulate thought and discussion about the changes in occupational outlook for young adults over the past decades and prospects for the future. Focus is on socioeconomic changes already affecting career education and proposed changes in direction for the future of public education which might better prepare students to take their place as productive members of society. Contents include a leader's script (material to be presented), three transparency masters, three handout masters, and a class discussion guide. Topics covered include changes in the labor force (males and females), changes in family patterns and roles, and changes in sex role. The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units. (JT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED189338

PROJECT: STRATEGIES FOR SEX FAIRNESS
College of Education
Kansas State University

CHANGING LIVES: FUTURE TRENDS

A Vocational Education SPECIAL PROJECT
Kansas State Department of Education

CE 025707

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Corena Mook

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Project: Strategies for Sex Fairness
College of Education, Kansas State University

SEX FAIRNESS PACKETS PRICE PER PACKET $1.50

The packets are designed to aid Kansas schools in reducing limitations that sex stereotyping imposes on option choices for boy and girl students. Each packet incorporates affective with cognitive learning to facilitate thinking and discussion. A packet's material can be used alone, in combination with other packets, or to supplement existing instructional/ in-service/out-reach units. Included are complete instructions for using the enclosed script, visual aids, transparency masters, handout masters, or group activities to cover 40-50 minute time periods. Packets are available for schools to address three different fronts - instructional packets for use with junior high or older students, in-service packets for use with school personnel, and out-reach packets for use with community groups.

INSTRUCTIONAL PACKETS:

'Does Occupational Stereotyping Need to Limit Choice?'
Students think through the process of narrowing their occupational options to a choice pool that reflects their interests, abilities, and values. Consideration is given whether occupational stereotyping is a valid reason for removing occupations from one's choice pool.

'Focus on the Future: Changing Lives'
Students are encouraged to think about today's world and the increased flexibility being prepared for both a job and managing a home brings to future choices.

'What Would I Do If That Were I'
Students consider present or potential life situations to explore traditional and nontraditional alternatives. The purpose is to assist in values clarification regarding sex roles.

'My Legal Right - Expanding Male Options'
Students demonstrate the legal right men have to be hired in nontraditional occupations via skit form.

'My Legal Right - Expanding Female Options'
Students demonstrate the legal right women have to be hired in nontraditional occupations via skit form.

'Is My Textbook Limiting Me in Considering Future Roles?'
Students consider that today's world is changing so rapidly textbooks cannot keep up in reflecting society. By recognizing textbook bias that limits choices, students can choose to ignore these limitations.

'Is My Guidance Text Limiting Me in Considering Future Roles?'
Students explore if and how interest inventories limit consideration of occupational options for boys and girls.

IN-SERVICE PACKETS:

'Changing Lives: Future Trends'
Considers the rapidly changing society and expanded skills and resources students need to acquire and face the future.

'My Role as a Change Agent'
Gives the theoretical base that can guide school personnel in creating attitudinal changes in other people.

'My School's Role as a Change Agent'
Explores how institutions can create attitudinal change in its surrounding environment.

'Legislation's Push for Sex Fairness'
Reviews legislation affecting schools and interpreted implications.

'Recognizing My Fair and Unfair Behavior'
Explores how our biases govern our attitudes and actions toward others. Biases are then examined to select those we want to remove/keep in our internal valuing system.

'Evaluating Our School for Sex Fairness'
Discussion of the process a school undergoes in establishing an evaluation that reflects its environmental circumstances.

' Instructional Material - Usage Despite Bias'
Explores how bias can occur in instructional material and methods of counteracting its influence on students.

'Guidance Tests - Usage Despite Bias'
Explores how bias can occur in guidance tests and approaches to reduce any bias during usage.

'The Academic Teacher - Encouraging Non-Traditional Options'
Considers the role academic teachers can take in expanding options for students.

'Vocational Teacher - Encouraging Non-Traditional Options'
Suggests steps vocational teachers can take that makes students less hesitant to consider non-traditional options.

'Counselor - Encouraging Non-Traditional Options'
Presents several different approaches with suggested accompanying activities from which counselors can choose for encouraging students to consider nontraditional careers.

'Creating a Sex-Fair School Environment'
Explores diverse fronts to be considered and action planning stages for a school.

'Differences Between a Girl and Boy?'
Presents what current research shows may be differences by developmental stages.

'Profile of a Non-Traditional Student'
Written by an educational director in industry who relates the problems he observes women face personally and professionally when working in a non-traditional field. Recommendations are made for improving preparation for non-traditional students.

'Home Economics for All'
Suggest approaches that encourage boys/girls to acquire home management skills and consider home economics related occupations.

'Math and Science for All'
Suggest approaches that encourage girls/boys to acquire sufficient math and science skills that occupational options can remain open.

OUT-REACH PACKETS

'Future Trends Create Changing Lives'
Considers the rapidly changing society and expanded skills and resources today's youth need to cope with the future.

'Society's Messages to Youth'
Explores messages coming from diverse sources of a child's environment and how they can limit options a child considers.

'Community Groups-Helping Face the Future'
Considers alternative approaches community groups can take to aid in expanding option choices for today's youth.

'Business and Industry-Helping Face the Future'
Considers alternative measures that business and industry can take to aid schools expand option choices for their students.

'Parents-Helping Your Child Face the Future'
Explores the role parents can play in limiting or expanding option choices for their children.

'New Options in Choosing Vocational Training'
Developed for use with groups of potential students to encourage both boys and girls to consider all course offerings of a school.

'Re-entering the Work Force-New Options'
Developed for use with older groups of potential students or displaced homemakers to encourage considerations of expanded occupational choices.

INSTRUCTIONS

This in-service packet is intended to stimulate thought and discussion about the changes in occupational outlook for young adults over the past decades and prospects for the future, as well as to consider changes already taking place in career education and proposed changes in direction for the future of public education, which might better prepare our students to take their place as productive members of society.

It is designed to be used alone, in combination with other packets, or to supplement existing in-service units. Its effectiveness will be determined in part by your group's discussion and participation.

Contents of this packet include:

1. A Leader's script. This script has action guide notations in the right-hand column.

2. Three transparency masters:

   . Today's World
   . My Folks and I Face Different Work Worlds (1)
   . My Folks and I Face Different Work Worlds (2)

   By covering each master with a sheet of transparency film and running both the sheet and master through a Thermafax machine, transparencies for use with an overhead projector can be produced.

3. Three handout masters:

   . A Today's World Middle-Class Family
   . Roads Toward Expanded Options
   . Established Educators Herald Radical Plans

   Copies of these handouts for distribution can be made by using any copying machine or by using a Thermafax machine to make a ditto master.

4. Discussion Guide for Handout #1

A suggested general format for this in-service unit is:

1. Before the presentation, the presentor should

   a. become familiar with the script through pre-reading.
   b. set up an overhead projector for showing transparencies.

2. The presentor reads the script to the group, incorporating the action guide notations in the right-hand column when appropriate. Adapt the script to fit your group or personal speaking style.

3. The presentor leads class discussion as noted in the script, using the discussion guide provided, if desired.

As we turn the corner to head into a new decade, it is startling and unsettling to come face to face with the socioeconomic changes that have taken place in our lives in barely two generations. No wonder young people in our public schools today tend to think their grandparents must have lived back in the Dark Ages when they begin to talk about "the way things were" when they were young. "The way things were" seems a far cry indeed from "the way things are" in the world our students are preparing to face. Indeed, even the differences between their parents' world (our world) and theirs are startling--and most of these differences have to do with work expectations.

What are some of these differences? ---***---

*** Show transparency #1: "Today's World"

Currently in today's world, 4 1/3 out of every 10 people in the labor force 16 years of age or older are women. Of these 4 1/3, one has never married; less than one was once married but is now widowed, divorced, or separated; and less than one is presently married to a husband who earns less than $10,000--not even a subsistence wage ($14,000) for what has been long considered a typical family of husband, wife, and two children. What these figures demonstrate is that the primary reason to work (for 2/3 of the women in the labor force) is the need for money. Unlike their grandmothers who raised chickens for "egg money" or mothers who worked part-time or intermittently for luxuries, today's young women enter the work force through financial necessity.

In 1978, for the first time, more than half of the American women over 16 were working. This trend represents continually growing change from worlds of yesterday. In 1950 about 1/3 of the women worked; by 1960, 38%; by 1970, 43%; by now we are at 52% and the number is still increasing. At the same time, the percent of men working has decreased from 86% in 1950 to 77½% in 1979.

In grandma's day, it was considered the normal order of things for

a girl to grow up, marry, have children, and spend the rest of her life working in the home, while grandpa toiled to earn the money on which the family lived; and they brought their children up to believe that that still was the way things ought to be. Other forces were at work, though, to alter the situation. Costs of living were going up, and more and more women were delaying marriage. ---***--- 4½ out of every 10 of this group of single women were working. Today, when it has become "socially acceptable" for women to remain single, more women in this group are choosing to support themselves; now 6 out of 10 are working.

*** Show transparency #2: "My Folks and I Face Different Work Worlds" (1)

But perhaps the biggest difference over the past two generations is the change of figures for women who worked <u>after</u> marriage, ---***--- particularly for married women with children. Of course, there have always been some women who worked after marriage, even when they had children; but they were rare and were considered mavericks or "not quite nice." Exceptions could be countenanced, of course, if the woman were as bright as a man and making a great contribution to the world--Marie Curie, for instance! But even two generations ago, paid employment was not for your average, normal wife and mother. Her place was in the home. Even a generation back, in 1960, less than 1/3 of married women worked. If there were children, this number dropped to fewer than 3 out of 10; and if women had pre-school children, the figure dropped to fewer than 2 out of 10. The social attitude of the time is clear from these figures: women might work for awhile after marriage to save money towards the time when they became mothers, but then they stayed home to rear those children.

*** Show transparency #3: "My Folks and I Face Different Work Worlds" (2)

Now, however, almost half of the married women work. The figures do not decrease any except for married women whose children are pre-schoolers. From the figures, it becomes apparent that many women work until children are born, and return to work when their children start

to school. Our long-held view of the "typical American family"--father working, mother staying home with two children--applies today to only 7% of all families!

What predictions can we make for our young people, based on these figures? First, that in Today's world, the average woman can expect to spend 25 years working outside the home. By the time today's pre-schoolers are in high school, the average woman can expect to spend the same 40-45 years in the work force that men do.

We can nod our heads and agree that times are changing. We can agree intellectually that some of the reasons are obvious; that women are marrying later and having fewer children, or putting increased values on independence and personal identity and satisfaction; that both men and women are having to cope with a climbing divorce rate (one out of three marriages now end in divorce); that inflation is the single greatest culprit in changing the work outlook, as it forces upward the minimum amount of money needed just to get by, let alone enjoy a comfortable life style. But the fact remains that these figures, while impressive, seem remote. What do they have to do with us?

Well, let's bring them a little closer to home, by looking at a sample Kansas family that has been trying to survive financially with the wife staying home with three children. ---***--- This typical middle-class family picture comes from the Topeka "Capital Journal" of February 13, 1979. A generation ago, they could have fit very nicely the picture of a "traditional American family," living on the bread-winner's income, with the wife at home full time-- but not now. Let's read about Philip and Neva and their family. Then let's talk about their situation, and the options open to them.

*** Distribute handout #1: "A Today's World Middle-class Family"; Lead group discussion

(GIVE YOUR GROUP TIME TO READ THE HANDOUT BEFORE DISCUSSING THE ECONOMICS INVOLVED. INCLUDED IN THIS PACKET IS A DISCUSSION GUIDE FOR HANDOUT #1)

Philip and Neva are caught in a financial bind--and it's one they'll have difficulty working themselves out of, largely because neither of them was prepared to cope with the changes in today's social and economic structure. They both grew up assuming they'd fit the roles which were traditional for men and women a generation or two ago. Probably no-one ever told them, "The world, she is a-changin'." Whatever adjustments they decide to make will be very difficult.

Philip and Neva are not alone. Consider the situations of these other Kansans, who already have begun to find ways of coping with their cash shortage.

1.) Thomas is a sixth-grade teacher in a Kansas town of about 15,000. In order to support his family, he also has investments in apartment buildings and a construction company. When asked why he remains a teacher when his other activities are so successful, his reaction is: "But I enjoy working with kids. My teaching is the whipped cream part of my work."

2.) Mary enjoyed staying at home, raising her two children and volunteering for community activities other lawyers' wives were involved in. Then, when she was 35, her husband asked her for a divorce. Completely unprepared, she found she could make ends meet only by going back to work. 13 years before, she had been a secretary for several years. She hadn't really enjoyed being a secretary, but felt this type of work would be the easiest to find in the shortest time. She found she first had to update her skills at the local Area Vocational Technical School, but did find a job.

Mary now finds that her income--plus child support, when it comes--barely meets her expenses, even after moving to a much smaller house. She feels depressed because there is never enough money for extras such as a night out to MacDonald's. She does have a savings account representing half the profits when the larger house was sold; but she finds she continually is forced to dip into it for unusual expenses such as furnace repair or snow tires. She worries about what will happen when the account is gone. Her reaction is: "What happens to others faced with my situation who start out with zero or negative resources?"

3.) John and Kay decided after ten years of marriage that it would be best for them if they were separated. Kay feels her identity has always been submerged to fit the needs of other family members. She desires to have some time by herself to discover who she is and what she prefers for the rest of her life. To give her this freedom, John has agreed to have their two children live with him. His comment: "It has been a big adjustment--getting up earlier to make sure the children have breakfast before school and starting dinner whenever I walk in the door at night. Perhaps the greatest change was not being able to work late at the office on the spur of the moment--baby-sitting arrangements would have to be made and this represented extra expense. And I could not let housework get too far behind--no one else would take care of it and Monday morning always arrived when clean clothes were needed for school and work. But it is all worth it to know that Mary and Mike are receiving the care and attention they need at this stage in their lives. After all, they are my children, too."

4.) Amy was bored with high school--she didn't want to study or do all the "mickey-mouse activities" the teachers laid on students in her classes. She knew she was not interested in going on to college--which seemed to be the primary reason for sticking it out until the 12th grade. She wanted to get involved in practical things--those that seemed immediately worth knowing. But then she read about the apprenticeship programs opening up to women. The idea of learning a recognized trade from craftsment through experience on the job seemed to make good sense. Besides, you received pay at the same time.

Contacting the Bureau of Apprenticeship, she found out she would have a better chance of being selected for her preferred craft if she had a high school education, a strong background in math, and took shop courses in high school. She has decided to remain in high school and work hard so she can become a journey person.

5.) Bob has been in banking for 15 years, but has always really wanted to try his hand at writing novels. As a result, in his late 30's he became very depressed. His family finally convinced him that he should test out his secret desire. The family budget was cut back, his wife went back to work, and Bob combined his writing with assuming more household and child care responsibilities. After two years, he has sold two books and for the first time has received an advance on an unwritten novel. He is once again thoroughly enjoying life. He adds: "A special bonus was getting to know my two sons and daughter before they went off on their own. All my time used to be spent at the bank or with community responsibilities. I collapsed at home and didn't really have the energy left for the family."

6.) Alice lives on a farm near a small rural community with her husband and three sons--ages 16, 13, and 9--and 10-year-old daughter. She had married right after high school and spent the next 17 years raising the children, keeping the household going, and occasionally assisting with farm work. But family income needs grew as the children became older and profits from the farm remained erratic. The family decided that the best alternative was to have Alice try to find a job.

Alice had no experience or training for entering the labor force. Job openings that she qualified for, such as grocery store clerk, sounded boring and unchallenging. When she applied at a firm manufacturing equipment attachments, the office positions were filled, but shop operators were needed. As a shop operator, her pay would be better and the duties sounded varied. Alice's application was accepted. From on-the-job training, she learned to operate drills, radial drills, saws, and lathes. Her comments about her job: "I was lucky to find an extremely patient teacher, since I knew so little. Now it is great--the male co-workers and I tease back and forth, but only in fun. The best part is that work starts at 7:00 a.m., so I am home shortly after the kids get home. The older boys have helped a lot by doing a lot of my tasks at home."

As you think about these stories, you may see a common thread running throughout. As these Kansans have sought ways and means to cope with their financial problems, each one has ended up doing something that would not ordinarily have been done by a member of their sex a generation or two ago. They have found new and expanding career options available to them in non-

traditional job areas.

It is largely to encourage students to consider any and all career opportunities that our public schools have been mandated to provide sex-fair education. We can no longer afford to have our most influential social institution continue to propagate the myth that some jobs are for boys and some are for girls. In view of the changes we have undergone in just two generations, we are finally coming to realize that we cannot waste our greatest natural resource: human potential. It is a Pollyanna-type cliché that "the most productive worker is a happy worker." Its patness should not obscure its truth. All persons--male or female--who find satisfaction in jobs that fit their abilities, aptitudes, interests, and expectations will be far more productive members of society than those who have been herded into certain occupational categories because those areas were considered "appropriate" for their sex.

The signs are clear, from all prognostications and predictions, that virtually every American in the upcoming generation will spend most of his/her adult life in the paid work force. This forecast should not be construed as a bleak prospect for the future. On the contrary! Most people have a strong feeling of wanting to be worthwhile--of wanting to be self-supporting and useful. Observe any small child who earns his first pay by mowing yards or baby-sitting; there is a sense of personal worth that transcends the actual sum received in payment. Certainly most of us work in large measure to pay for the necessities of life; but the kind of work we choose to do for that remuneration has much to do with other, more intangible rewards.

Given this basic forecast, then, surely all of us as educators have a moral obligation, far exceeding the legal mandates, to do all we can to help students make enlightened career choices, unhampered by any personal built-in biases we may have grown up with.

It isn't always easy. The old stereotyped thinking is difficult for us to un-learn. But if we are to do our job effectively, in providing a training ground for the workers of tomorrow, we too must remain flexible. How far have you come in "thirking sex-fair"? Read the statements on this handout ---***--- and mark each one "agree" or "disagree." As you do so, ask yourself why you have given that response. Does the action or attitude expressed in the statement serve to achieve the goal of considering both girls and boys first and foremost as human beings, or does it serve to reinforce stereotyped ideas about sex differences?

*** Distribute handout #2: "Roads toward Expanded Options"

In taking a clear look at what the future prospects are for today's young people, perhaps it has already crossed your mind that perhaps our whole system of public education is in need of a major overhaul. With college costs increasing and enrollments dropping, the old dual-tracking system for educating college-bound and non-college bound students with two separate curricula is no longer practical. There have been loud moanings and groanings from teachers who sponsor extracurricular activities about the decreasing numbers of students who participate in preparing the year book and school paper, or putting on plays and musicals, or supporting high school events. Fewer students seem available for these activities, as more and more of them are taking part-time jobs. Perhaps even this fact tells us something about "the system." Maybe we have been nourishing a dinosaur! Certainly it is fine to provide some of these opportunities for students who are interested, and have the time and inclination to participate. But maybe the system should be restructured with more emphasis on work-study programs, co-op plans, and supervised vocational training--with heavy emphasis on the "basics" as they apply to coping with day-to-day living: managing personal finances, running a home, developing responsible attitudes toward work, etc. Perhaps (horrendous thought) there are even some young people who

should not be retained in the schools, willy-nilly, until they reach their sixteenth birthday.

Whatever new directions education may take in this next decade, it is increasingly obvious that waiting until the junior or senior year in high school to administer aptitude and achievement tests and interest inventories and offer career counseling is too little, too late! Many states, Kansas included, are integrating some degree of career education much earlier, even in grade school.

New Jersey has mandated a career exploration program for all students in grades 6 through 9, with three optional strategies: (a) career exploration clubs; (b) interdisciplinary approach; and (c) career cycle approach. These methods are detailed in the pamphlet "Career Exploration for All Students in Grades 6-9: The Introduction to Vocations Program," available from the New Jersey State Department of Education, 225 West State Street, Trenton, NJ 08625.

The Cleveland Heights-University Heights City School District of Ohio has put together a "Career Education Activity Manual" for grades 4-5-6, designed to help students become aware of self, develop an understanding of sexism, and recognize their unique abilities, interests, and individuality. It includes seven units of ten activities each: (1) general information activities; (2) career education art activities; (3) resource people contact lessons; (4) research activities; (5) value activities for awareness of self; (6) sexism awareness activities; and (7) role playing activities. The manual is available as ERIC report ED 156 869, Department of Health, Education, and Welfare, National Institute of Education, Washington, D.C.

The Jefferson County Public Schools of Lakewood, Colorado, have prepared a revised career program: "A Qualitative Incremental Improvement to Reduce Sex Role Stereotyping on the Career Choices of Junior

High Students." This project describes the major activities of a unit integrating career development into existing 8th and 9th grade language arts programs. Activities are divided into five categories: (1) materials preparation; (2) in-service preparation and delivery; (3) unit implementation; (4) evaluation; and (5) dissemination. It is available as ERIC report Ed 151 793, Bureau of Occupational and Adult Education, DHEW, Washington, D.C.

These are only a few representative vocational programs now in use. Certainly there are others; perhaps you are familiar with some and would like to share your experiences and reactions.

It is indeed clear that changes in our society are being reflected by changes in our system of public education. Even more sweeping changes have been recommended by the Carnegie Council on Policy Studies in Higher Education, chaired by Clark Kerr, former president of the University of California. ---***--- This reprint from the Christian Science Monitor gives a summary of some of their recommendations. What do you think? How "far out" should we go to be "in"?

***
Distribute Handout #3: "Establishment Educators Herald Radical Plans"

(IF TIME PERMITS AND YOUR GROUP SEEMS INTERESTED, ALLOW TIME FOR READING THE ARTICLE, AND THEN LEAD GROUP DISCUSSION OF THE INDIVIDUAL RECOMMENDATIONS.)

TRANSPARENCY MASTERS

TODAY'S WORLD

4 1/3 out of every 10 people in the labor force are women
(1978 labor force was 43% women)

Of which:

One has never married (25% of working women in 1976)

Almost one was once married, now widowed, divorced or separated (19% of working women in 1976)

Almost one married to husband making less than $10,000 (21% of working women in 1976)

One and one-half are married with husband making more than $10,000 (35% of working women in 1976)

U. S. Bureau of Statistics, Department of Labor

MY FOLKS AND I FACE DIFFERENT WORK WORLDS (1)

1960 SCENE

Divorced Women

71% of 1.7 million working =
1.2 million divorced women working

Never Married Women

44% of 9.6 million working =
4.2 million never married women working

1976 SCENE

Divorced Women

71% of 4.4 million working =
3.1 million divorced women working

Never Married Women

59% of 15.4 million working =
9.1 million never married women working

(1) Percentages taken from 'U.S. Working Women: A Databook', U.S. Department of Labor, Bureau of Labor Statistics, 1977, Bulletin 1977.

MY FOLKS AND I FACE DIFFERENT WORK WORLDS (2)

1960 SCENE

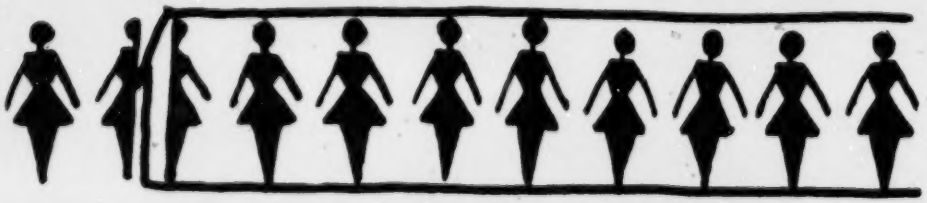
Married, Husband Present, Women

30.5% of 40.2 million working =
12.2 million married, husband present, working

Married, Husband & Children Present Women

27% of married, husband & children present, women working

Married, Husband & Pre-school Children



18.5% of married, husband & pre-school children present, women working

1976 SCENE

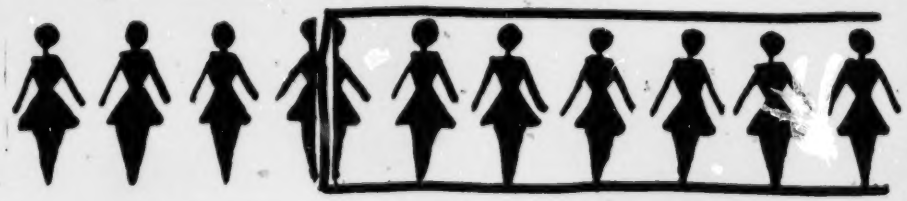
Married, Husband Present, Women

45% of 47.9 million working =
21.6 million married, husband present, working

Married, Husband & Children Present,

46% of 25.4 million working =
11.7 million married, husband & children present, women working

Married, Husband & Pre-school Children



37.5% of 11.7 million working =
4.4 million married, husband & pre-school children present, women working

HANDOUT MASTERS

Handout #1

A TODAY'S WORLD MIDDLE CLASS FAMILY

Meet Philip, 27, and his wife Neva, with three children aged 7,5, and 2. Philip is a police officer earning $14,000 a year. He also works 24 hours a week as a part-time security guard at a hospital and medical center. This means that three days a week Philip leaves the house at 7 A.M. for the police station and doesn't get home until after midnight from the hospital. The part-time work adds $4,000, making the total family income before taxes $18,000. On this income, the family is able to:

1. Own their three-bedroom tract home, because their parents provided the down payment.
2. Spend $65.00 a week on groceries for meals featuring hamburgers, spaghetti casseroles. Neva has stopped buying potato chips, soda pop, and store bought cookies because these are too expensive.
3. Keep the thermostat at 64 degrees at day, and 61 degrees at night during the winter because of rising fuel costs.
4. Maintain a 3-year-old station wagon and 12-year-old sedan loaned from parents who pay for tags and insurance.
5. Acquire a nest-egg saving account of $50.00.
6. Have set budget expenses of $1,068 a month. ($12,816 a year) This includes house payments ($250 a month), station wagon payments, life insurance, nursey school for the one child, food, gas for the cars, bowling once a week for Philip and Neva, utilities, uniform cleaning, payments for furniture and fence, and a few snacks here and there. Not included are money for school lunches, haircuts, newspapers, car insurance, personal property tax, doctor bills, birthday and Christmas presents.

Philip and Neva's reaction to the current inflation rate is "Something has to give." (February's inflation rate was about 1 percent). The choices, as they see it, of what can give in order of their preference are:

1. Philip can put in a few more hours of overtime a week.
2. Philip and Neva can give up weekly bowling.
3. Philip can stop adding occasionally to their record and tape collection.
4. They can trade their station wagon down to a smaller car that takes less gas, even though this would be less convenient for transporting small children and equipment.
5. Neva can go back to work before children are all in school. They don't want this to happen because they feel that would affect the whole family and "kids ought to have a mother at home".

Consolidated from the Topeka Capital Journal feature, February 13, 1979

Handout #2

ROADS TOWARD EXPANDED OPTIONS

The statements below are observations often heard in our society. They represent thoughts on the role of a female and/or male. Think about roads men and women need to keep open to remain flexible. Then react to whether you agree with an expressed observation by checking either the "agree" or the "disagree" blank following each statement.

	AGREE	DISAGREE
1. A good way to punish a second-grade boy is to make him sit with the girls.	_____	_____
2. It is unfair to train girls for jobs where they will face sex discrimination in the job market.	_____	_____
3. The best kind of family structure capable of providing love, stability, support, and the teaching of responsibility contains a father, mother, and children.	_____	_____
4. Men should pretend to be able to do more than they really can, in order to appear successful.	_____	_____
5. Money is the only real reason for women working.	_____	_____
6. Boys learn to read more slowly then girls because they are expected to.	_____	_____
7. There is increased juvenile delinquency in families where the mother works.	_____	_____
8. Boys are under greater pressure than girls to exhibit behavior appropriate to their sex.	_____	_____
9. The best way for a woman to get along with a man in a professional situation is to ask his advice often and make sure she knows what he wants before she starts something new.	_____	_____
10. Because boys have had less experience in the kitchen at home, they should be taught home economics in separate classes from girls.	_____	_____
11. A woman as a plumber or a mechanic just isn't feminine.	_____	_____
12. A woman should not compete with a man because this damages his ego.	_____	_____
13. Traditional role expectations present a problem mostly for the white middle-class, with little relevance for minorities.	_____	_____

'Establishment' educators herald radical changes

By Cynthia Parsons
Education editor of
The Christian Science Monitor
Boston

The recommendations are startling:

- End compulsory schooling before the age of 16.
- Make junior and senior high schools smaller, not larger; break those already large into smaller units.
- Change child labor laws so that youngsters can alternate between school and paying jobs.
- Spend the same level of money to train youth for jobs as is at present spent to provide them with higher education.
- Remove all vocational and technical training from secondary schools and place it in community colleges.
- Fund work-study projects for 16- to 19-year-olds who are still in secondary school up to $300 million yearly.
- Establish a youth-service program for up to 140,000 16- to 24-year-olds with an initial $600 million, paying the students with "benefits" credited toward further education.

These steps are urged, not by some radical reform group, but by one of the most respected "establishment" educational organizations in the United States – the Carnegie Council on Policy Studies in Higher Education. The chairman is Clark Kerr, former president of the University of California.

The council generally confines its reports and recommendations to issues facing higher education, but the deep concern for that one-third of the high school-age population which the council says is "ill-educated, ill-employed, and ill-equipped to make its way in American society" impelled the researchers to look for ways to improve both academic and vocational training for 16- to 24-year-olds.

"Giving Youth a Better Chance," the Carnegie Council's report issued publicly Nov. 27, spells out in considerable detail what the problems are – dropouts, absenteeism, lack of basic skills, unemployment, juvenile delinquency – and how its recommendations might be carried out.

Not only does the council's report call for breaking up large comprehensive high schools (it was a Carnegie-supported study under Dr. James B. Conant, former Harvard president, which called for large high schools), but for creating a new set of specialty schools for senior-high level students permitting students to alternate academics with paying jobs and internships.

The council addresses the problem of compulsory or voluntary military service and comes down on the side of keeping it voluntary. But then it goes further and recommends a youth service program with built-in benefits which send the student, when ready, into higher education.

Some existing programs are singled out to receive even greater funding so they can serve more youths, more consistently. They include: Talent Search, Upward Bound, Educational Opportunity Centers, Push for Excellence, the Teacher Corps, and some smaller programs now funded by the Fund for Improvement of Post Secondary Education.

The present high school environment is an "alienating experience," the council says, "more like a prison – albeit with open doors." The report further charges that the US "is in danger of developing a permanent underclass, a self-perpetuating culture of poverty...."

The council's major concern appears to be with three kinds of low-income youth who are not helped financially to get into college: those who stay in high school, those who graduate but don't go to college, and those who drop out.

The report argues that the balance must be redressed. It cites a Congressional Budget Office study which states that low-income college youths receive an average of approximately $1,940 per person, while there is only $278 per person available for those in high school – a modest $339 for high school dropouts, $238 for high school graduates, and a meager $41 for college dropouts.

As part of the solution, the Carnegie Council wants high schools to concentrate academics (and basic skill training) in three weekdays, leaving two for work or service experience. The council's "basic skills" include the usual – reading, writing, arithmetic – and add "good work habits."

Community colleges would be asked not only to do all vocational and technical training, but to follow their students into their first and, if necessary, second jobs. The council sees this as particularly needed for students from no-parent or single-parent, low-income homes.

Source:

Christian Science Monitor

Wednesday, Nov. 28, 1979

DISCUSSION GUIDE FOR HANDOUT # 1

The purpose of this discussion guide is to suggest a range of possible class discussion questions to stimulate student thought. Please modify as needed to fit your presentation's circumstances.

1. Were there any surprises for you as you read about the life style Philip and Neva can afford with a gross family income of $18,000 a year? Is their life style what you picture yours to be like when you are in your late 20's?

2. Philip and Neva received considerable help from their parents in the form of a down payment on their home and providing a second car. Can most young couples count on this level of outside help? When parental help isn't possible, what alternatives are open?

3. Suppose your future family has 5 members, three of which are children 7,5,and 2. The father is employed full-time at a salary of $14,000. The family decides they would prefer a lifestyle that needs a gross family income of $18,000 to live on. Which of the following 4 options would you choose as best for your family to bring in the additional $4,000. (If possible, put the 4 option choices on a blackboard)

   OPTION A: The father works enough overtime and part-time beyond his full-time job to bring in the $4,000.

   OPTION B: Both father and mother work full-time. The mother has a job at minimum wage which brings in $6,000 - $7,000. After paying for increased child care expenses, she contributes the $4,000.

   OPTION C: Father works full-time. Mother has planned ahead and can find sufficient part-time skilled work to contribute the $4,000 after paying for part-time child care expenses.

   OPTION D: Both father and mother work full-time. The mother has planned ahead and is qualified in a skilled area to bring in at least $9,000. Even after child-care expenses, the family can afford a few extras and/or accumulate a savings account cushion.

4. How prepared are Philip and Neva for the loss of Philip's income because of an unexpected event such as Philip becoming seriously ill?